



INNOVATIVE: Journal Of Social Science Research

Volume 4 Nomor 3 Tahun 2024 Page 15800-15813

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

## The Effect Of Repetition Drill Technique To The Student's Speaking Ability Of Tenth Grade SMA Swasta YP HKBP 1 Pematangsiantar

Carlos Amos Limbong<sup>1✉</sup>, Selviana Napitupulu<sup>2</sup>, Tiarma Intan Marpaung<sup>3</sup>, Anita Sitanggang<sup>4</sup>,  
Siska Anggita Situmeang<sup>5</sup>

Department of English Education, Universitas HKBP Nommensen Pematangsiantar,  
Pematangsiantar, Indonesia

Email: [carlosamosfederix@gmail.com](mailto:carlosamosfederix@gmail.com)<sup>✉</sup>

### Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh Teknik Repetition Drill terhadap kemampuan berbicara siswa khususnya dalam intonasi kelas sepuluh SMA Swasta YP HKBP 1 Pematangsiantar. Penelitian ini dilakukan dengan menggunakan penelitian kuantitatif dengan eksperimen yang melibatkan 77 siswa sebagai subjek penelitian. Pengumpulan data dilakukan dengan menggunakan tes lisan dengan 5 kalimat perintah dan 5 kalimat tanya baik pada pre-test maupun post-test. Nilai rata-rata pre-test siswa di kelas kontrol adalah 62,45 dan nilai post-test di kelas kontrol adalah 80,45. Sedangkan nilai rata-rata pre-test siswa pada kelas eksperimen adalah 52,8 dan post-test adalah 81,65. Artinya, nilai post-test lebih tinggi dibandingkan nilai pre-test. Dan hasil penelitian ini  $T_{hitung} < T_{tabel}$  dan  $H_0$  diterima dan  $H_1$  ditolak. Jadi, dapat disimpulkan bahwa terdapat pengaruh positif dan signifikan teknik latihan pengulangan terhadap kemampuan berbicara siswa khususnya dalam intonasi di kelas sepuluh SMA Swasta YP HKBP 1 Pematangsiantar.

Kata Kunci: *Intonasi, Penguasaan Berbicara, Teknik Repetition Drill*

## Abstract

The objective of this research is to find out the effect of Repetition Drill Technique to the student's speaking ability especially in intonation of tenth grade SMA Swasta YP HKBP 1 Pematangsiantar. The research was conducted using quantitative research with experimental involving 77 students as the research subjects. The data was collected using oral test with 5 sentences of imperative sentences and 5 sentences of Interrogative sentences both in pre-test and post-test. Students' mean score of pre-test in control class was 62.45 and the post-test in control class was 80.45. Meanwhile students' mean score of pre-test in experimental class was 52.8 and the post-test was 81.65. It means that the score of post-test is higher than score of pre-test. And the result of this research is  $T_{\text{test}} < T\text{-table}$  and the  $H_0$  is accepted and  $H_a$  is rejected. So, it can be concluded that there is positive and significant effect of repetition drill technique to the student's speaking ability especially in intonation at tenth grade of SMA Swasta YP HKBP 1 Pematangsiantar.

Keywords: *Intonation, Speaking Mastery, Repetition Drill Technique*

## INTRODUCTION

Communication is the most important things in human life. As social human, communication needed to convey message or information involves both sending and receiving messages or information through verbal and nonverbal means. Communication includes spoken language, written text, body language, facial expressions, gestures and visual or audio mediums (Sinaga et al, 2023). Communication as fundamental aspects of human life that plays important role in various aspects of life, including: personal relationships, professional settings, social interactions and societal development.

Language and communication can not be separated because language is a system and fundamental aspect of communication in human life that consists of a set of symbols, sounds or gestures used to convey meaning. According to Tseng (2018), language is a systematic tool for conveying ideas or feelings by using agreed signs, sounds, gestures or signs that contain understandable meanings (Herman, 2016). Based on the definition, language includes all things that are used as a means of communication both in the form of verbal and non-verbal signs. Language is important in human life because of it used as a media for communication. As human always utilize language to communicate with other in daily lives that's why language is highly important to human. Since language is one of the primary means of communication utilized by humans in general, human are unable to speak with another without it (Ha, 2023).

English language is as a foreign language in Indonesia and also the International language that all students must mastery so it can be connectors to communicate with other people and other country all over world and that proves English is very important so every

school in Indonesia make English language as one of the subjects that must be learnt in state school but in international the students must use English as daily language and to know English language have to mastery the vocabulary. But in fact, the students had problems dealing with speaking ability.

Speaking contains several linguistics features such as: dictionary, grammar, pronunciation, rhythm, intonation, accent, speed seconds. In a foreign language, students may find it more difficult to speak because they are very much influenced by their way of speaking, especially in their native language pronunciation, accent, rhythm and intonation (Bajri, 2018). There are three areas of knowledge that students have to gain to master speaking skill, namely : (1) language elements that consist of pronunciation, grammar and vocabulary; (2) the functions of language that deals with speaking performance in the form of transaction and interaction; (3) the socio-cultural norms such as turn-taking, rate of speech, length of pauses between speakers, relative role of participants, understanding how to take into account who is speaking to whom in what circumstances about what and for what reason (Sinurat and Herman, 2019). Speaking has a closely relationship with listening skill, so to master of speaking, the students must listen then try to speak up because speaking is not only about remembering or memorizing the sentences, but speaking is spontaneous the students to show their idea and feeling by orally (Purba et al, 2020). According to Brown (1994:256) sets forward that speaking is problematic right to massing, sameness, decreased form, interpretation variables. Colloquial language, speed of delivery, stress, rhythm, intonation, and discussion. Similarly, some other psychological factor initiates learning to speak in the classroom exactly, the students oftentimes feel uneasy and unwilling to speak up. Students are found to have many shortcomings, especially in speaking, such as: lack of vocabulary, wrong pronunciation, and lack of grammar. Brown (2000) states that there are several factors that influence students' speaking performance, such as anxiety, nervousness, and lack of confidence (Simaremare et al;, 2023). Apart from that, he also stated that students' characteristics will also influence their speaking abilities. Next, Brown classified a person's personality characteristics into 2 types: extrovert and introvert.

In fact, there are many deficiencies that occur in both teachers and students. This deficiency occurs due to various factors, for example in a teacher, the lack of understanding and experience of the teacher, the teaching methods that are less attractive so that the teaching and learning process in class feels boring and is not noticed by students, the teacher requires students to use a dictionary to find new vocabulary of more than 10 words per day, then the new vocabulary is only used in 1 sentence context so that when students encounter the same word in different sentence contexts they become confused, passive and

less creative in playing with words, errors in choosing reading material and students are only introduced to vocabulary but not with pronunciation. Meanwhile, for students, this deficiency can occur due to. First, they could not pronounce the words correctly. The second is spelling, students need to know the letters and syllables that make up which is sound and spelling often mismatches and makes it difficult. The third is Grammar, when grammar associated with the word especially if it differs from the mother language equivalent will be hard for students. The last one is range, condition, intonation and idiomatic, students often take learning vocabulary for granted even though it is one of the most difficult because expanding one's vocabulary involves more than just acquiring the meaning of the word and students who acquire vocabulary will also learn about the use, pronunciation, grammatical rules, and other aspects of the term.

In speaking, intonation is a very important aspect of speaking because intonation can provide information through the basic meaning of speaking so that it can be conveyed well and clearly. Through intonation, speakers can express feelings about something and provide grammatical information about statements and questions. In the practical field experience (PPL) carried out by the researcher, the researcher found several problems in intonation faced by ten grade students of SMA Swasta YP HKBP 1 Pematangsiantar. Several problems faced by students in intonation, namely: (1) The differences between the first language and the second language which makes it difficult for students to determine the correct intonation; (2) Differences in student culture and the target language so that students find it more difficult to adapt; (3) Inappropriate emphasis in mentioning words, phrases or sentences that are appropriate to the topic.

Some researches have been conducted related to the use of drill technique. There were so many kinds of drill technique, but in this research using repetition or imitation. Drill method is a teaching method intended to acquire skills or mastery in what children learn by practicing the knowledge learned (Nuriyana, 2018). Repetition drill is technique that use when the teacher or learners models language and the group of learners repeat it together. In accomplishing the research, the researcher uses the previous research dealing with the topic of research as the guidance. Research conducted by Mariyam (2021), English Education of State Islamic University of Mataram with the title is *Improving Students' Speaking Mastery by Using Repetition Drill Technique At Seven Grade Students of The MTS Al-Ma'arif Pandan Indah year 2020/2021*. The researcher was using applying repetition drill technique to improve students' speaking mastery. For the mean results of post-test in cycle 3 was 80.94 while the mean score of pre-test was 35, mean score of post-test in cycle 1 was 50.51 and the mean score of post-test in cycle 2 was 69.31. The result was significant where it can see

from the evidence that drill technique could give contribution. The next research conducted by Noni, et al (2020) with the title *The Implementation of Repetition Drill in Teaching Speaking Skill*. For obtained the data, the researchers use pre-test, post-test and questionnaire and analyzed the data manually using statistical formulas, T-tests and T-tables. For the result is showed a positive response that 74% students stated that they agreed the repetition exercise technique improved their ability to speak descriptive texts. The other studies by Alawiyah (2017), English Education of IAIN Salatiga 2017 with the title *"The Use of Repetition Drill to Improve Speaking Skill on Descriptive Text of The Eight Year Students of MTs N Salatiga in The Academic Year 2016/2017"*. The research method that is used is Classroom Action Research (CAR) and uses two cycles. The result of the research show that there is an improvement of the students speaking skill using repetition drill technique that can be seen from T-test calculation in cycle I is 2,5 and cycle II is 6,58; T-table with N = 34 is 2,032. And the last research is by Widianingsih, et al (2023) with the title *"The Effectiveness of Repetition Drill Technique to Improve Electrical Engineering Student's Speaking Skill"*. In this research, the researchers using Classroom Action Research (CAR) as research design. The result of this research can seen from the final score from the first cycle until the third cycle. For the first cycle, the average score was 46.73. The second cycle was 67.93 and the third cycle was 82.06, while for the pre-test was 39.67 and post-test 82.06.

The researcher conducted a preliminary study on students at HKBP Education Foundation Private High School 1 Pematangsiantar. In this study, the researcher collected data through observation through questions. From these data, the researcher found several problems in the class that lacked vocabulary. This happens because students are lazy to read and feel they must make mistakes, don't care and don't pay attention when the teacher explains the lesson, nor are they interested in exploring.

## RESEARCH METHOD

### A. Research Design

The design of this research is quantitative research. It is an experiment research. Creswell (2014) states that experimental research design is the traditional approach to conducting quantitative research that usually one variable influences another variable. Experimental research design is to enable researcher to estimate the effect of an experimental treatment (Ary et al., 2010). Experimental research can be done in the laboratory, in the class and in the field. The design is very important because of these reason, namely : (1) because this method is suitable and there are several techniques of conducting research which guide and enable to collect and analyze the data; (2) because it determines

the study internal validity which is the ability to reach valid conclusions about the effect of experimental treatment on the dependent variable.

Based on the explanation above, the researcher concluded that quantitative research is an approach or tools to test a theory whose results are present with numbers and conduct to answer the statement from hypothesis. Ary et al (2010) stated that the illustration of randomized subjects, pre-test, post-test, control group design as the table below :

Table 1. Research design

Name of Group	Pre-test	Treatment	Post-test
Control	X1	X	X2
Experimental	X1	Y	X2

Where :

1. X1 : Pre-test in experimental group and control group.
2. X2 : Post-test in experimental group and control group.
3. Y : Treatment by using Repetition Drill Technique.
4. X : Treatment by using conventional technique.

## B. Population and Sample Research

### 1. Population

Population of the research refers to the group of individuals or entitles that are the focus of a research study. Creswell (2012) states that population is a group of individuals who have the same characteristics (Kartika et al., 2023). The population in this research will be the students of tenth grade in SMA Swasta YP HKBP 1 Pematangsiantar for the 2023/2024 academic year, consisting of 4 classes. The number of students in each class varies and the total population of tenth grade in all classes is 77 students.

Table 2. Total population students of tenth grade

Number	Class	Total Members
1	X-1	17
2	X-2	17
3	X-3	22
4	X-4	21
Total ( 4 class)	77 Students	

## 2. Sample

Sample refers to a subset of individuals, items or data points that are selected from a larger population. Creswell (2012:142) states that sample is a subgroup of target population that the researcher plans to study for generalizing about the target population (Ansari et al., 2023). The researcher choose and use cluster sampling which belonged to probability sampling. Cluster sampling involves dividing population into clusters or groups. The purpose of sampling is to gather representative information about the entire population by studying a smaller, more manageable. The researchers used cluster sampling and get the class X-3 and X-4 that consist of 40 students.

Table 3. Table of sample in tenth grade

No.	Class	Total Students
1.	X-3	20
2.	X-4	20
Total = 2 classes		40 Students

## C. Instrument of Research

### 1. Test

Research instrument referred as a data collection or research tool that used to collect data in a research. The research instrument of this research is oral test. While the students' speaking, the researcher recorded them using recording tools, cellular phone and camera.

### 2. Scoring of The Test

Scoring of the test is a process of awarding a number or a symbol to represent the level of student learning achievement. In this research, the researcher use imperative sentence and interrogative sentence as the guidance for the students to

do the oral test. Where the students have to pronounce the sentences according to the right intonation which has been prepared by the researcher which will be exemplified through the help of Oxford dictionary speech as a valid medium, then students will repeat it. Imperative sentence is one of several types in sentence that giving orders, commands or instruction and usually end with exclamation mark (!), while Interrogative is a type of sentence that asks a question or requests information and ends with a question mark (?). The assessment intonation scoring rubric test by Teschner & Whitley (2004) is displayed in the following table below.

Table 4. Table of scoring test

Aspect of Scoring	4	3	2	1
	Very good	Generally good	Somewhat limited	Bad
Intonation/ stress	Appropriate sentence-level intonation and stress used to convey meaning. Intonation and stress do not hinder intelligibility.	Generally appropriate sentence-level intonation and stress used to convey meaning. Non-target intonation and stress may mildly impact intelligibility.	Generally inappropriate sentence-level intonation and stress used to convey meaning. Non-target intonation and stress impact intelligibility.	Inappropriate sentence level intonation and stress used to convey meaning. Inappropriate intonation and stress significantly reduce intelligibility.

The result of the test will examine by the researcher after administered the pre-test and post-test. The students' scores were determined by the computation after the verification and calculating processes were finished. The component of intonation that will be scoring, namely :

1. For the highest score (4) or very good is when the students appropriate intonation and stress used to convey meaning especially Intonation and stress do not hinder intelligibility.

2. For the middle score (3) or generally good is when the students generally appropriate intonation and stress and may mildly impact intelligibility.
3. For the middle score (2) or somewhat limited is when the students generally inappropriate intonation and stress and stress impact intelligibility.
4. For the smallest score (1) or bad is when the students inappropriate intonation and stress and reduce intelligibility.

#### D. Technique of Data Collection

In collecting the data, the researcher use oral test. The steps for collecting the data are as follows :

1. Choosing control class and experimental class based on the English teacher's recommendation.
2. Giving pre-test to both classes to speak the intonation from the imperative and interrogative sentences that have been prepared.
3. Teaching and inform both classes about the intonation material such as definition, types and how to use and speak the right intonation according to the words, phrases and sentences.
4. Providing treatment for the experimental class and no treatment for the control class. The experimental class will ask to speak the right intonation from imperative and interrogative sentences that have been prepared.
5. Giving post-test to both classes to speak the intonation from imperative and interrogative sentences that have been prepared.
6. The researcher calculates and compares the scores from the pre-test and post-test to find the effect of using repetition drill technique on students' speaking skill.

#### E. Technique of Data Analysis

After collecting the data from the tests, the students were analyzed by using the following techniques :

1. Reading and hearing the student's voice recording and answer sheets that have been collected.
2. Assessing students' pre-test and post-test answer sheets.
3. Recording the scores in the table, the separate them based on the control class and the experimental class. First score is for the experimental class and second score for the control class.

4. Calculating the total scores of pre-test and post-test in the experimental class and the control class.

## RESULTS AND DISCUSSION

### A. Results

Based on the table above can be seen the result of pre-test and post-test score of the control class. According to the calculation, the highest score pre-test of the control class was 90 and the lowest score was 40. The result of mean was 62.45 with the total score of pre-test in the control class was 1249. While for the post-test in control class, the highest score was 93 and the lowest score was 50. The result mean was 80.45 with the total score of post-test in the control class was 1609.

Besides that, based on the table above can be seen the result of pre-test and post-test score of the experimental class. According to the calculation, the highest score pre-test of the experimental class was 90 and the lowest score was 25. The result of mean was 52.8 with the total score of pre-test in the experimental class was 1.056. While for the post-test in experimental class, the highest score was 98 and the lowest score was 72. The result mean was 81.65 with the total score of post-test in the experimental class was 1.633.

The score of result above shows that students' score increase from pre-test to the post-test, where the standard deviation of control class is 16.05, standard deviation of experimental class is 35.12 and standard error is 74.43. And based on the result above, the t-table is greater than  $T_{test}$  with level of degree of significant is 5%. There are 75% students who pass the standardized score (KKM) and 25% students who not pass the standardized score (KKM). The standardized score (KKM) is 75. It can be conclude that repetition drill technique give effect or impact to the students and can help students improve their speaking ability especially in intonation.

### B. Discussion

Based on the result above, the researcher analyzed the students improvements as follows :

Table 5. Mean of students' score

No.	Analyze	Control Class	Experimental Class
1.	Mean		
	Pre-test	62.45	52.8
	Post-test	80.45	81.65

2.	T-table (N=20)	1.72913	1.72913
3.	T <sub>test</sub> calculation	0.16	0.16

Table 6. Mean of student's score in percentage

Category	Percentage
<75	15%
>75	75%

From the table above, it shows that the mean of post-test is 80.45 which is higher than mean of pre-test 62.45 in control class. Meanwhile, the mean of post-test in experimental class is 81.65 which is higher than mean of pre-test in score 52.8. Besides, there were 75% students who pass the standardized score (KKM) and 15% students who did not pass. The result shows that the percentages of students who pass the standardized score is higher than the percentages of students who not pass the standardized score (KKM) in score 75.

From the result above, it means that repetition drill technique gives positive effect for the students in improving speaking skill especially in intonation that can be seen from the result of pre-test, post-test which have changed significantly. In addition, the students look more confident and enjoy to speaking English in the class. It is caused by the implementation of repetition drill technique stimulates the atmosphere in the class being not too formal so the students more free to speak and enjoy the speaking activity.

## CONCLUSION

The objective of this research is to find out the effect of repetition drill technique to the student's speaking ability especially in intonation which was conducted in tenth grade students of SMA Swasta YP HKBP 1 Pematangsiantar in academic year 2023/2024.

After analyzing the research data, the researcher can be concludes that repetition drill technique is an alternative technique and give effect or impact that can be seen from the result of the score in pre-test and post-test in control class and experimental class. The class have done pre-test and post-test. Before doing the post-test, the researcher gave a treatment to the experimental class and the score they got in pre-test and post-test was so different. It was proven by the mean result of pre-test in control class was 62.45 and the post-test in control class was 80.45. Meanwhile in the mean result of pre-test in experimental class was 52.8 and the post-test was 81.65. It means that the score of post-test is higher than score of pre-test. And the result of this research is  $T_{test} < T\text{-table}$  and the  $h_a$  is accepted and  $h_0$  is rejected. It means that, there is positive and significant effect of repetition drill

technique to the student's speaking ability especially in intonation at tenth grade of SMA Swasta YP HKBP 1 Pematangsiantar.

The improvement of student's speaking skill is also supported by the improvement of teaching and learning process in the classroom where when practicing in every meeting, it can make students more motivate to speak. Through using repetition drill technique, the students learn new experience in studying English especially intonation because there is positive and significant effect of using repetition drill that make students easier to build their motivation and more interest. Furthermore, it can be solution for the teacher to teach the students in speaking performance and more active in teaching and learning process in the classroom.

#### REFERENCES

- Alawiyah, L. (2017). *The Use of Repetition Drill to Improve Speaking Skill on Descriptive Text of The Eighth Year Students of MTS N Salatiga in the Academic Year 2016/2017*. Doctoral dissertation. Salatiga: IAIN Salatiga).
- Ansari, B. I., Junaidi, J., Maulina, S., Herman, H., Kamaruddin, I., Rahman, A., & Saputra, N. (2023). Blended-Learning Training and Evaluation: A Qualitative Study. *Journal of Intercultural Communication*, 23(4), 155–164. <https://doi.org/10.36923/jicc.v23i4.201>
- Ary, D., Jacobs, L. C., & Sorensen, C. (2010). *Introduction to research in education. 8th edition*. Wadsworth: Cengage Learning.
- Bajri, A. (2018). Improving students' pronunciation using repetition drill technique for the students of grade XI natural science MAN 1 Yogyakarta. *English Language Teaching Journal*, 7(6), 428-436. Retrieved from: <https://journal.student.uny.ac.id/ojs/index.php/elt/article/view/13320>
- Brown, H. D. (1994). *Principles of Language Learning and Teaching*. Upper Saddle River, NJ: Prentice Hall.
- Chun, M (2002) *Discourse Intonation in L2. From Theory and Research to Practice*. Santa Barbara. California.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research (4th ed.)*. USA: Pearson Education, Inc., 67.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th ed.)*. Thousand Oaks, CA: Sage.
- Ha, T. T. (2023). Methods of teaching language and literature to develop language competence for Vietnamese students. *Journal of Education, Linguistics, Literature, and Art*, 1(1), 10–15. <https://doi.org/10.62568/ella.v1i1.9>

- Hatch, E. and Farhady, H. (1982). *Research Design and Statistic for Applied Linguistics*. London: New Bury House Production, Inc.
- Herman. (2016). Students' Difficulties in Pronouncing the English Labiodental Sounds. *Communication and Linguistics Studies*. Vol. 2, No. 1, 2016, pp. 1-5. doi: 10.11648/j.cls.20160201.11.
- Herman, H., Purba, R., Purba, N., Fatmawati, E., Saputra, N., and Thao, N. V. (2024). Investigating the bilingual acquisition of language acquired by an early aged child from social psychology: A case study. *Revista Iberoamericana de Psicología del Ejercicio y el Deporte*, 19(2), 202-207. Retrieved from: <https://www.riped-online.com/articles/investigating-the-bilingual-acquisition-of-language-acquired-by-an-early-aged-child-from-social-psychology-a-case-study-107034.html>
- Katamba, F. (1989). *An Introduction to Phonology*. London and New York: United States of America, by Addition Wesley Longman Publishing, New York.
- Kartika, D., Siahaan, S., Herman, H., Rumapea, E. L., and Silalahi, T. F. (2023). Implementation of Audio-Visual Teaching Media in Improving Students' Listening Comprehension: A Case on Teaching Method. *Journal of English Language and Education*, 8(2), 86-96. DOI: <https://doi.org/10.31004/jele.v8i2.428>
- Kuliahana, A., & Marzuki, A. G. (2020). Repetition technique in an EFL speaking class in Islamic higher education in Indonesia. *Academic Journal Perspective: Education, Language, and Literature*, 8(1), 20-28.
- Mariyam, S. (2021). *Improving students' speaking mastery by using repetition drill technique at seven grade students of the MTs Al-Ma'arif Pandan Indah* (Doctoral dissertation, UIN Mataram).
- Nuriyana, L. (2018). *The Use of Repetition Drilling Technique to Improve The Ability Instressing English Words Among The Fifth Grade Students Of Starte Islamic Elementary School 4 Lampung Timur In The Academic Year of 2018/2019* (Doctoral dissertation, IAIN Metro).
- Purba, C. N., Hutahaeon, D. T., Herman., and Pardede, H. (2020). An Analysis of Students' Difficulties in Using English Intonation at Grade Eight of SMP Negeri 2 Pematangsiantar. *Wiralodra English Journal (WEJ)*, Vol 4 No 1 Maret 2020, PP. 50-64. DOI: 10.31943/wej.v4i1.76.
- Roach, P. (2009) *English Phonetics and Phonology: A Practical Course*. 4th Edition. Cambridge: Cambridge University Press.
- Simaremare, J. T., Munthe, M. V. R., Herman, H., Shaumiwaty, S., Fatmawati, E., and Saputra, N. (2023). Students' Perceptions of the Impact of Tik-Tok on

Pronunciation: Insights from Indonesia. *ISVS e-journal*, 10(11), 437-452.  
<https://doi.org/10.61275/ISVSej-2023-10-11-28>

Sinaga, R. S., Sinaga, A. P., Br Simanungkalit, H. R., Sihombing, C. R., Gultom, Y. W., Gultom, Y. V. L., Herman, H., Siagian, A. F., Siagian, G., & Sianturi, R. (2023). Meningkatkan Keterampilan Mendengarkan & Berbicara Bahasa Inggris Siswa Kelas XI IPA SMAS Umum Sentosa Melalui Aplikasi Instagram. *Beru'-beru': Jurnal Pengabdian Kepada Masyarakat*, 2(1), 9-15.  
<https://doi.org/10.31605/jipm.v2i1.2748>

Sinurat, B. and Herman. (2019). The Typology of the First Year Students' Pronunciations At FKIP-Universitas HKBP Nommensen Pematangsiantar On English Voiceless Plosive Consonants. *Journal of English Language and Culture*, Vol. 10 (No. 1) : 1 - 9. Th. 2019, FR-UBM-9.1.1.9/V0.R4. DOI: 10.30813/jelc.v10i1.1903

Teschner, R. V., & Whitley, M. S. (2004). *Pronouncing English: a stress-based approach, with CD-rom*. Georgetown University Press.

Tseng, M. Y. (2018). Creating a Theoretical Framework: On The Move Structure of Theoretical Framework Sections in Research Articles Related to Language and Linguistics. *Journal of English for Academic Purposes*, 33, 82-99.  
<https://doi.org/10.1016/j.jeap.2018.01.002>.

Widianingsih, B., Syafirullah, L., Guilin, X., Jiao, D., Wang, Y. (2023). The Effectiveness of Repetition Drill Technique to Improve Electrical Engineering Student's Speaking Skill. *Journal International of Lingua and Technology*, 2(3), 239-254.  
<https://doi.org/10.55849/jiltech.v2i3.432>.